DOCUMENT RESUME

ED 381 726 CG 026 208

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TITLE	Demographics: A Case for Equality in Alaska: A Training Module.
INSTITUTION	Alaska State Dept. of Education, Juneau. Div. of Educational Program Support.
PUB DATE	Jun 91
NOTE	98p.; Funded by Title IV Sex Desegregation Technical Assistance Grant.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Access to Education; *Demography; Elementary Secondary Education; *Equal Education; Equal Protection; Minority Groups; Population Distribution; *Population Trends; Trainers; *Training; Workshops
IDENTIFIERS	*Alaska; Equity Materials; Training Materials

ABSTRACT

This module was designed to increase awareness of demographic trends and their subsequent effect on school populations, identify the growing number of at-risk students, especially those who are People of Color and women, and to highlight the need for equitable education for all students. The module provides all the materials a trainer would need to educate personnel on this topic. Five learning objectives are presented for meeting this goal. Each objective is accompanied by a method, a technique, the time to be spent on the objective, some activity to illustrate the point, a rationale for the methods involved, and a list of needed resources to carry out the objective. These objectives are: (1) Participants will meet each other and trainer will inform participants of purpose of looking at demographics; (2) Participants will become aware of their lack of knowledge; (3) Participants will gain knowledge on demographics; (4) Participants will discuss ways to effect changes and make educational opportunities more equitable based on information covered during this workshop; (5) Participants will evaluate the workshop. The module also features master copies for copying agendas, evaluation forms, and transparencies. The total contact time for this module is 1 hour and 45 minutes. (RJM)

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ED 381 726

DEMOGRAPHICS

A Case for Equity in Alaska

A TRAINING MODULE

Developed by

Alaska Department of Education
Division of Education Program Support

Funded by

Title IV Sex Desegregation
Technical Assistance Grant

EQUITY in education

THE ALASKA PROJECT

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Acknowledgements

"Equity: A Demographic Issue in Alaska" (K-12) Equity Module was developed through the Alaska Department of Education and funded through the state's Title IV Desegregation in Public Education grant.

Judith Anderegg, author of this module and the revised edition is an elementary teacher at the Mat-Su School District in Palmer. Ms. Anderegg initiated the use of demographics in gender equity training to provide an awareness of national and state equity issues. Ms. Anderegg has worked as a legislative assistant in the Alaska State Legislature, as a teacher at all levels, grant writer and conference presenter. She is a member of the Department of Education Gender Equity Cadre and has presented at school districts on equity in Reading and Demographics. Ms. Anderegg wrote the first Demographics module in 1990 and the revision in 1991.

The Department of Education and author Judith Anderegg thank the following persons for their assistance:

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Harold Hodgkinson and staff
Institute for Educational Leadership
Washington, D.C.

Ric Iannolino
Personnel Specialist
Division of Personnel and
Office of Equal Employment Opportunity
State of Alaska

Rosie Peterson
Mary Stone
Governor's Council on Vocational Education
Alaska Department of Education

Greg Williams
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National Center for Health Statistics
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City and Borough of Juneau School District

Connie Munro
Equity Coordinator
Alaska Department of Education

Susan Kraft
Graphics/Design
Juneau, Alaska

Introduction to the Module Series

Alaska's gender equity law, which prohibits gender discrimination in public school education, was passed by the Alaska Legislature in 1981. The law has been cited as one of the strongest state gender discrimination laws in the nation. This is in part due to the fact that the regulations require school districts to establish written procedures:

1. For the biennial training of certificated personnel in the recognition of gender bias in instructional materials and in instructional techniques which may be used to overcome the effects of gender bias;

2. For the biennial training of guidance and counseling staff in the recognition of bias in counseling materials and in techniques which may be used to overcome the effects of gender bias;

3. For the review of textbooks and instructional materials for evidence of gender bias; and

4. For the replacement or supplementation of materials found to exhibit bias.

Since the implementation of these regulations, referred to as Chapter 18, many school districts have relied on the Department of Education to provide them with on-site inservice training in the area of gender discrimination. Recognizing that local school districts need their own cadre of equity trainers as well as materials, the Department of Education utilized Title IV funds for the development of a series of equity modules. Between 1986 and 1991, educators within Alaska have developed eleven modules, relating directly to curriculum content areas, that are now available to all Alaskan school districts. The modules were developed and written in such a fashion that district personnel with a minimal amount of experience could conduct an equity inservice.

Modules available from the Department include:

Women in American History (Elementary)
Women in American History (Secondary)
Language Bias (K-12)
Science (K - 12)
Physical Education (Secondary)
Geography
Computer Equity (K-12)
Foreign Languages
Fine Arts (Elementary)
Mathematics (Elementary)
Health (Elementary)

The Department is continuing the development of modules in other curriculum areas, on an annual basis.

The Department of Education is committed to helping school districts comply with the regulations outlined in Chapter 18 and welcomes suggestions and ideas relating to equity issues in the classroom, the school and at the district level.

School district personnel using the modules are requested to complete the evaluation sheet at the end of this module and return it to the Department of Education. This information will be used to update and improve the modules.

Overall Purpose and Design for Demographics Inservice

The intent of this Module is to increase awareness of demographic trends in United States and Alaska populations, the subsequent effect on school populations, the growing numbers of students identified as "at risk" especially those who are People of Color and women, and to highlight the need for equitable education for all students.

PURPOSE:

1. To raise awareness of the inequities inherent in our country and our educational system.

2. To inform Alaskan educators of U.S. and Alaskan demographic trends and the impact of these trends on education.

3. To encourage educators to consider the larger implications of the inequities in our educational system and the need to make our educational system more equitable.

AGENDA

TIME REQUIRED:	ACTIVITY
10 MINUTES	INTRODUCTIONS AND AGENDA SHARING
15 MINUTES	WARMUP - STARTLING STATEMENTS
40 MINUTES	PRESENTATION OF DEMOGRAPHIC MATERIAL - U.S. - Alaska - Students at Risk - Conclusion
10 MINUTES	BREAK
20 MINUTES	DISCUSSION/CONCLUSION
5 MINUTES	EVALUATION

☛ *PLEASE READ THROUGH THIS WHOLE PACKET BEFORE PRESENTING*

DEMOGRAPHICS: A CASE FOR EQUITY IN ALASKA

LEARNING OBJECTIVE	METHOD	TECHNIQUES	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
A. Participants will meet each other; Trainer will inform participants of purpose of looking at demographics.	Large group questions	Brief talk	10 minutes	Participant introduction to each other and trainer and discuss agenda	To set the mood for information delivery on demographics	name tags markers flip chart or newsprint
B. Participants will become aware of their lack of knowledge.	Individual or pairs	Individuals will work with each other	15 minutes	Participants will guess percentages and other statistical data on various demographic information	To make participants aware statistically of the inequities of our society - both national and state	Handout #1 - Agenda Handout #2 Startling Statements markers, pins index cards masking tape
C. Participants will gain knowledge on demographics of U.S. and Alaska.	Large group	Information given by trainer	40 minutes	Trainer will deliver presentation	To broaden participants' knowledge of demographics of our society	overhead projector screen transparencies
D. Participants will discuss ways to effect changes and make educational opportunities more equitable based on information covered during this workshop.	Small group discuss and report back.	Discussion	20 minutes	Group will break into small groups to discuss the presentation	To give participants an opportunity to look at ways to effect change in our society	paper and pencils
E. Participants will evaluate the workshop.	Individual response	Complete evaluation form	10 minutes	Evaluation	To give participants an opportunity to comment on the workshop and material covered	Handout #3 - Evaluation Forms

Module Content

TITLE: *DEMOGRAPHICS: A CASE FOR EQUITY IN ALASKA*

CONTACT TIME: 1 HOUR AND 45 MINUTES

HANDOUTS: COPY PRIOR TO WORKSHOP:

#1	Agenda (optional)
#2	Startling Statements
#3	Evaluation Form

TRANSPARENCIES: MAKE AHEAD OF TIME:

A-B	Startling Statements' Answer Blanks
#1-3	Introduction
#4-14	National Demographics
#15-26	Alaska Demographics
#27-42	Students at Risk Factors
#43-44	Conclusion

MATERIALS:
Overhead projector and screen
Name Tags
Flipchart or Newsprint
Markers
Pens/Pencils
Timer or clock
Script for Presentation
Trainer's Module Evaluation

☞ *NOTE TO TRAINER: READ ALL TRAINER INSTRUCTION SHEETS CAREFULLY AHEAD OF TIME IN ORDER TO PREPARE NEEDED MATERIALS.*

Introduction and Agenda Sharing

PURPOSE: To meet participants; to inform participants of purpose of looking at U.S. and Alaskan demographic trends and impact on education; to encourage participants to consider larger implications of inequities in our educational system as the statistics are discussed.

GROUP SIZE: Any number (could be a large group)

TIME REQUIRED: 10 MINUTES

MATERIALS: Name tags
Markers
Wall chart or poster for posting agenda and workshop goals (prepare prior to workshop)

ROOM ARRANGEMENT: Large group setting

PROCEDURE:

1. There are many different ways to handle introductions. Listed below are some possibilities.

✒ *NOTE: FINAL CHOICE IS UP TO THE TRAINER.*

a. Name tags and markers can be made available at door at the same time startling statements are being pinned on participants' backs. (See next section)

b. Verbal introductions can be done - either each individual introducing him/her self, colleagues could introduce each other, a representative could introduce colleagues from his/her building.

c. Participants could introduce themselves by giving two pieces of demographic information about themselves: their birthplace, status in family, age, etc.

2. Trainer gives brief background on Chapter 18 Alaska Equity Regulations which mandate the biennial inservice on equity for all certificated educators. It is the intent of this inservice that participants leave the session realizing that there are not only moral but also social and economic imperatives supporting the necessity for equity for all people.

3. Trainer will post this pre-written goal:
GOAL: To emphasize to educators the need to be aware of demographic trends both in the U.S. and Alaska, the subsequent effect on school populations, the growing numbers of students identified as "at risk", especially those who are People of Color and women, and the need for equitable education for all students.

4. Trainer calls attention to agenda poster on the chart or wall.

5. Trainer asks for questions or concerns relating to the workshop.

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Startling Statements

PURPOSE:

To inform participants of their level of awareness relating to the inequities in our society. To get participants thinking and talking about demographics.

GROUP SIZE:

Whole group

TIME REQUIRED:

15 minutes

✒ *NOTE: If all statements are done, this activity may take longer than 15 minutes due to number of statements and discussion generated. Trainer may want to select 10 or so statements which will be most meaningful to group.*

MATERIALS:

Paper copy of startling statements with blanks to fill in during de-briefing turned into overhead transparencies

Large index cards or strips of paper with startling statements printed on them. They can be xeroxed on 81/2 x 11" paper and cut into strips.

Markers

Masking tape

Index cards and pencils for each participant to record answers

Handout #2 Answers to Startling Statements - enough for every participant (Don't make available until end of entire presentation.)

PROCEDURE:

1. Trainer or his/her designees will pin a card or paper with a startling statement unit on back of participants. (These can be pinned on as participants come in the door at beginning of workshop.)

2. Trainer will give these directions to each participant as they come in:
   a. On your back is pinned a startling statement.
   b. Don't tell others what their statement is.
   c. Each of you has a blank card and pencil.
   d. Go around and get three people to give you an answer to the statement which is taped or pinned on your back. Don't ask what the question is.
   e. Average the three answers you got to your statement.
   f. Take your statement off when you have an average.
   g. Be prepared to share your statement and answer with the group, as well as any brief comments on your interaction with colleagues during this process.

3. Give 15 minutes for interaction. Tell them when there are only 5 minutes left.

4. Ask people to take their seats.

5. Trainer, at this time, displays startling statements with blanks on the wall through use of overhead and take answers from the group. Have a cover sheet so only startling statement being discussed is uncovered. This will focus participants' attention. Using a colored marker, record their responses on the overhead and then with a black(or different color) marker, write in the appropriate response from your fact sheet. If more than one answer to same statement, write down all answers. As time permits, share some of pertinent background data with the audience. Let participants know that they will get a copy of this information and don't have to write it down. Startling statements with answers could be passed out at close of this activity or later in the workshop.

6. Trainer, at this time, might bring this to a close by making reference to next activity as a closer look at the demographics where this information actually came from. There is no need to go into detail in discussion at this time. Trainer can assure participants that all of this material will be covered during the presentation.

Demographics Presentation

PURPOSE: To increase participants' awareness of demographics of United States, Alaska, and "students at risk."

GROUP SIZE: Any size

TIME REQUIRED: 40 minutes

MATERIALS: Overhead transparencies made from paper masters (1-44)
Overhead projector
Screen

ROOM ARRANGEMENT: Theatre style

PROCEDURE:

1. Trainer uses the script with the overheads to make presentation.

2. Numbers on script show which transparency comes next. Trainer should keep up a lively pace in giving the presentation. Trainer may want to take questions during the course of the presentation or may prefer that participants save their comments until the end. In either case, Trainer informs the participants of their opportunity for input.

3. There are three sections in this presentation:
   a. U.S. demographics,
   b. Alaskan demographics, and
   c. "students at risk" demographics.

Depending on the audience, the amount of delivery time each trainer requires, the room set up, etc. trainer may want to break this into several small presentations with a break in between, instead of scheduling a break at end of presentation.

✒ *NOTE: Appendix D contains several visuals which you may want to consider using in your presentation. They are taken from a report entitled* ***The New Student Profile: Building a Workforce for the 21st Century****. It was written by the Governor's Council on Vocational Education in February 1989.*

Introduction to Demographics

Who are our students today?

Transparency 1

Students in the United States today differ more from each other in background, religion, national origin, and language than in any previous generation. By studying our society as a whole, the students in our educational system and observing changes in school populations, we gain a perspective on whom we are serving and what their needs are.

What do we mean by the term demographics?

Transparency 2

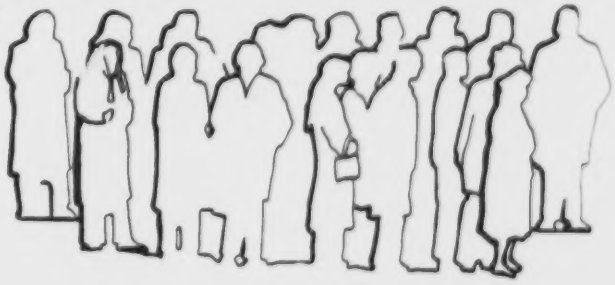
Demographics is the vital statistics of a population. It is the study of the population structure and change: structure being age, sex, race, national origin, class - change being birth and death rates and the movement and/or growth of the population being studied. - i.e. immigration. In the case of education, the specific population is the student body of our country's educational system as a continuous series of institutions from kindergarten through graduate school. Educational demographics can be reviewed by looking at five major factors - age, race/fertility, class structure, family status, and immigration.

In addition, in recent years, "students at risk" have become an important population within the educational system. Because this subset is becoming a significant portion of our national student population, the demographics of "students at risk" also need to be studied after we have studied the five main demographic factors. The "student at risk" factors we will view are teen pregnancy, suicide, drug abuse, bilingual cultures, and schooling issues. We will be looking at demographics in the United States overall and then zeroing in on Alaska, and studying how we compare to the national statistics.

Why do we concern ourselves with the demographics of our society?

Transparency 3

We need to recognize and address the differences in our population if we, as educators, are to provide students with the equal education guaranteed by the Civil Rights Act of 1964 and Title IX of Education Amendments Act of 1972, both of which are based on the Fourteenth Amendment to the U.S. Constitution. We need all of our students equipped to live and be productive in today's world.



United States Demographics

INTRODUCTION

Transparency 4

The following section is a look at the five demographic factors identified previously to help us gain a perspective nationally on whom we are as a country and whom we are serving as educators.

AGE

Transparency 5

Our country is growing older. This will affect our attitude towards education - both our recognition of the need for it and our willingness to pay for it. In 1983, for the first time there were more people over 65 than teenagers. This will be a fact for our remaining lifetime. (Hodgkinson, "The Right Schools for the Right Kids," **Educational Leadership**, p.12)

Transparency 6

Retirement programs will soon be in jeopardy, not due to lack of government funds for the elderly, but due to lack of skilled and educated young people to run our social institutions. In 1950, a retiree on Social Security was supported by 17 people. Today that same retiree is supported by 3.4 people (at least one of whom is a Person of Color). By 2000 (when most Baby Boomers retire), a retiree will be supported by only 1.4 people.

☛ *NOTE: 83% of new workers between now and 2000 will be women, People of Color, and immigrants. We need educated people joining our work force.) [Martin, "Wake up: The American Dream is Fading and Our Future is At Risk," **The American School Board Journal**, (February 1988), p.24].*

☛ *NOTE: While America is becoming an older country, there are some age variations between races. 1980 census data showed:*

average White age	*is 30*
average Black age	*is 25*
average Hispanic	*is 22*

*White women are moving out of childbearing years while People of Color are moving in. This, in conjunction with higher birthrates in People of Color, makes it obvious why racial demographics are changing in this society. [Hodgkinson, **All One System: Demographics of Education - K-Graduate School**. Institute for Educational Leadership, p.3].*

FERTILITY/RACE STATISTICS

Transparency 7

The changes in birthrates in the U.S. are reflective of global changes demographically. In general, a stable population has a birthrate of 2.1 children per woman - 2 to replace mother and father and .1 for infant mortality/infertility. In 1988, U.S. average total birthrate was 1.9. Currently the U.S. birthrate is as follows:

2.9 Mexican American
2.4 Black
2.1 Puerto Rican
1.7 White
1.3 Cuban

[Martin, "Wake Up: The American Dream is Fading, and Our Future is At Risk," **The American School Board Journal** (February 1988), p.21].

☛ *NOTE: According to the National Center for Health Statistics, they are unable at this time to calculate total fertility rate data for Native American and Asian populations. However it does appear that Native Americans are having larger families.In addition, there are factors in looking at Asian families which complicate interpretation of the data.*

Transparency 8

The U.S. racial demographics are expected to change between 1982 and 2050 in the following ways:

	1982	2050
Black	12.0%	16.0%
Hispanic	6.0%	15.0%
Asian	1.6%	10.0%
White	80.0%	59.0%

[Yao, "Working Effectively with Asian Immigrant Parents," **Phi Delta Kappan,** (November 1988), p.223].

Given projected birthrate data, by the year 2000, one out of three Americans will be non-White. It may seem from information above population shifts are a matter of race, but a detailed review of demographics points out that it is actually more a matter of class - education and income, rather than race. The fact that traditionally our middle and upper classes have been White and our lower classes have been People of Color has made birth rate **seem** to be a racial issue. [Martin, "Wake up: The American Dream is Fading, and Our Future is At Risk," **The American School Board Journal**, (February 1988), p. 21].

CLASS STRUCTURE

Statistics show that in the U.S. the rich are getting richer and the poor are not only getting poorer but also are increasing in numbers. From 1980 to 1985, the top 40% of American families received 67% of the national income whereas the poorest 40% of American families received less than 16% of the national income. (1984 Census data) Also from 1978 to 1983 the number of people living below the poverty line increased above 10%. [Martin, "Wake up: The American Dream is Fading, and Our Future is At Risk," **The American School Board Journal**, (February 1988), p. 22].

Interestingly, current studies also show that fertility rates are also a function of class structure, not race. When Americans improve their societal status, they have fewer children.

Transparency 9

•Women of all racial backgrounds without high school diplomas have an average fertility rate of 2.5, whereas women of all racial backgrounds with college degrees have an average fertility rate of 1.4.

•Families of all racial backgrounds with less than an annual income of $10,000 have a fertility rate above 2.1. However as family income increases, birthrates drop. (i.e. Families with incomes topping $35,000 have a birthrate of approximately 1.3).

[Martin," Wake Up: The American Dream is Fading, and Our Future is At Risk," **The American School Board Journal** (February, 1988), p.22]

Transparency 10

Children are 40% of America's poor. Whereas ten years ago, our elderly 10 were the majority of our poor, it is now our children.

Transparency 11

Today a child under 6 is 6 times more likely to be poor than a person over 65. Nearly 14% of all children are poor; that figure increases to 43% for Black children. [Martin, "Wake Up: The American Dream is Fading, and Our Future is At Risk," **The American School Board Journal** (February, 1988), p.23].

It should be noted that in the mid-80s, demographers discovered that the U.S. was developing a minority middle class (primarily Black) - at least partially due to the social programs of the '60s. However, at the same time, there has been an increase in poor Black or Hispanic households headed by a woman. 90% of the increase in poverty in U.S. is children born into these households. [Hodgkinson, "The Right Schools for the Right Kids," **Educational Leadership**, (February 1988), p. 11-12].

FAMILY STATUS

Family structure has changed in the U.S. often along racial and class lines. In the '50s, a typical U.S. household would have been described as a working father, a mother at home, and two or more children:

Transparency 12

1955 - 60% 1980 - 11% 1985 - 7%

It is no longer the typical American household. Today more than 50% of American women work.

Transparency 13

Recent data tells us that of every 100 children born today:

12	are born out of wedlock
40	are born to parents who divorce before child is 18
5	are born to parents who separate
2	are born to parents of whom one dies before child is 18
41	reach age of 18 normally

[Hodgkinson, **All But One System: Demographics of Education - Kindergarten Through Graduate School**, Institute for Educational Leadership, p.3].

☛ *NOTE: Single parent households occur more often with People of Color (usually Black or Hispanic). More than half of these households are poor as well.*

IMMIGRATION

Transparency 14

Demographics for the U.S. have global origins. Industrialized nations have had major declines in birthrates. "The West" was 30% of world population in 1900, is 14% today, and is projected to be 9% in 2010. The current world population is 18% White , and that percentage is declining. Nine out of ten children born worldwide today are born in developing nations. [Hodgkinson, "The Right Schools for the Right Kids," **Educational Leadership**, February 1988 p.11.

As of 1988, the U.S. population was at about 246 million people. At the present time of that 246 million people, approximately 80% are White and 20% are People of Color.

The U.S. is the final destination of 2/3 of the world's immigrants. In 1980, more than 500,000 legal immigrants were admitted to the U.S. (there may be an equal number of illegal immigrants). Of this number, 40% were Asian and 40% were Hispanic. [Martin, "Wake Up: The American Dream is Fading, and Our Future is At Risk," **The American School Board Journal**. (February 1988) p.23].

Alaskan Demographics

INTRODUCTION

Transparency 15

Much of what has been presented in the previous section is also applicable to Alaska. In general terms, national demographics can help educators to understand the current situation, wherever we are in the U.S. The following section is a look at the five demographic headings just addressed on a national scale in terms of Alaska. Age demographics definitely impact Alaska's education systems. Even though we are younger age-wise than the lower 48, retirement programs and educational funding issues cut across state lines, even as far north as Alaska. Fertility/Race Statistics, Class Structure, and Family Status are also significant issues in Alaska. Immigration is impacting Alaska, as can be seen from information readily available from both the State of Alaska and the Anchorage School District.

AGE

Transparency 16

Although Alaska's population is aging like the rest of the U.S., we are still younger than the rest of the nation.

U.S. median age		Alaskan median age
1980	30.0	26.1
1988	32.3	28.9

Alaska White median age		Alaska Native median age
1980	27.0	21.4
1988	29.9	22.9

☛ *NOTE: In 1988, almost 9.3% of Alaskan's population was under 5, whereas, only 7.5% of U.S. population was under 5. In 1988, about 4.1% of Alaska's population was 65 or older, whereas nationwide that figure was 12.3%*

FERTILITY/RACE STATISTICS

Transparency 17

As stated earlier, a stable population must have a birthrate of 2.1 children per woman - 2 to replace mother and father and .1 for infant mortality/ infertility.

Current Alaska total birthrate is:	2.3
White:	2.1
Alaska Native:	3.7

☛ NOTE: *ACCORDING TO ALASKA DEPARTMENT OF LABOR, TOTAL FERTILITY RATES ARE UNAVAILABLE FOR OTHER RACES - MOST NOTABLY BLACKS, HISPANICS AND ASIANS. TOTAL BIRTH RATES ARE AVAILABLE, BUT NOT THE POPULATION TOTALS WHICH ARE NEEDED TO GIVE TOTAL FERTILITY RATES.*

Transparency 18

24.5% of Alaska's population in 1988 declared themselves as other than white.

POPULATION BY RACE

	1980	1988
White	77.0%	75.5%
Native Americans	16.0%	15.3%
Black	3.3%	4.2%
Asian/Pacific Islanders	2.0%	3.4%
Other/Unknown	1.6%	1.6%

1980 Census of Population and Housing and Special U.S. Census Tabulations 1988 Alaska Population Overview, 1988 and Provisional 1989 Estimates, Alaska Dept. of Labor

☛ *NOTE: Shifts in population between 1980 and 1988 have been attributed to the economic boom of '80s which brought many non-Natives to Alaska.*

CLASS STRUCTURE

According to the Alaska Department of Labor, statistics shows 14.4% of its population below the poverty line as compared to 12.4% on a national level. According to this same data, the difference holds for both Whites and Alaska Natives:

Transparency 19

	U.S. citizens in poverty	Alaskans in poverty
White	9.4%	10.4%
Native	27.5%	33.0%

Transparency 20

1 in 6.5 Alaskans under 18 lives below the poverty line. According to current statistics, children in poverty are 1/3 less likely to graduate from high school. [Governor's Interim Commission on Children and Youth, **Our Greatest Resource Investing in the Future of Alaska's Children**, State of Alaska, January 1988, p.95].

Transparency 21

According to the 1980 census, almost four times as many Alaska Native families with school-age children live below the poverty line as White families. Another way of looking at this figure is that more than 50% of Alaska's disadvantaged students are Native, and almost 12% of Alaska's disadvantaged students are Black, Asian, or Hispanic.

"Summary of Joint Hearing of Quality Education for Minorities Project" **Helping Schools Succeed At Helping All Children Learn, Report of the Senate Special Committee on School Performance**, 15th Alaska Legislature, Jan. 198[illegible] p. 152.

It appears from research gathered by or for the Alaska Department of Education that almost all the districts with lowest levels of achievement, as measured by standardized tests, are areas where income is low and English language skills aren't well developed.
Helping Schools Succeed At Helping All Children Learn, Report of the Senate Special Committee on School Performance, 15th Alaska Legislature, Jan.1989, p. 38.

FAMILY STATUS

Family structure has changed throughout the U.S. including Alaska. As stated earlier in this presentation, in the 1950s the typical U.S. household was a working father, a mother at home, and two or more children. Only 7% of U.S. households were of this makeup nationally in 1985.

Transparency 22

According to 1980 census data, 39.4% of all Alaskan households were made up of a father, a mother, and children under 18. Of that 39.4%, only 18.4% have a father, mother who stays at home, and children under 18. (Note: Alaskan statistics may not be totally comparable because national statistics are based on two or more children and Alaska statistics on households include families with only one child.)

Transparency 23

Today 64% of Alaskan marriages end in divorce. [Governor's Interim Commission on Children and Youth, **Our Greatest Natural Resource: Investing in the Future of Alaska's Children**, State of Alaska, January 1988, p. 83]

IMMIGRATION

Transparency 24

Alaska's total population in 1980 stood at 401, 851. As of July 1, 1988, Alaska's Department of Labor estimated Alaska's population to be at 531,000. As of 1988, 24.5% of Alaska's population was declaring themselves as other than White. Alaska was the state growing the most rapidly in the early 1980s during its time of economic boom. That growth rate has diminished considerably in the last few years.

According to the Alaska Department of Labor, of all the states, Alaska has the highest level of migration. Normally on an annual basis, 6-10% of the state's population leaves and is replaced.

Furthermore, through information received from the Anchorage School District, it appears that Alaska is and will continue to be affected by the immigrant movement to the U.S from foreign nations.

☛ *NOTE: In 1987 about 43% of Alaska's population lived in Anchorage so the following information on Anchorage student population is a reflection of Alaskan demographics.*

Transparency 25

Although Anchorage's student population had declined for the previous three years, the last two school years showed an increase. In turn, although the student population as a whole had not held steady, the proportion of the student population which had been People of Color showed a steady increase from 1975 through 1990.

1976 - 14.0% of students - Persons of Color
1989 - 26.3% of stude .s - Persons of Color

Of the 26.3% of the population in the school district that were People of Color, Alaska Natives/American Indians were the largest percentage for the third year in a row in 90-91 school year. They were followed by Blacks, Asian/Pacific Islanders, and Hispanics. If the growth continues, Students of Color could be as much as 1/3 of the Anchorage School District population by 2000.

Transparency 26

The population of Students of Color increased in the Anchorage School District (ASD) in 1988-89, in the following ways:

Student Population	**75-6**	**89-90**
Alaska Native/American Indian	6.8%	9.3%
Asian/Pacific Islander	1.2%	5.7%
Black	4.1%	8.1%
Hispanic	0.9%	3.2%
Whites	86.1%	73.7%
Unknown	.9%	0.0%

[Affirmative Action Plan - Anchorage School District 1991 - 3)]

Although the White population in the Anchorage School District has risen and fallen throughout the recent period of economic turmoil, the growth of the minority community has been steady, reflective of minority population trends in the rest of the nation.

✒ *NOTE: Anchorage School District had a total population of 42,330 students as of October, 1990. Of that number 11,146 were Students of Color.*

At Risk Students

INTRODUCTION

Transparency 27

We have just looked at five major demographic factors on a national and state level which affect our population as a whole, as well as our specific population - the students in our educational system (kindergarten through graduate school). Now let's take a brief look at five of the factors dealing specifically with a particular population within our school system - those labelled as At Risk Students. The five factors selected for the purposes of this presentation, indicative of issues/problems facing students identified as "at risk", are: teenage pregnancy, schooling, bi-lingual statistics, suicide, and alcohol/drug abuse. Each of these five factors can affect "students at risk" regardless of their individual race, culture, sex, age, or national origin. They are representative of issues in the "students at risk" picture, however, these are not meant to be portrayed as all inclusive factors leading to the "at risk" problem.

The Alaska Department of Education defines at risk students in the following manner....

Transparency 28

"At risk students are those who are not acquiring the knowledge, skills, and attitudes necessary for success in their next level of schooling, skills which will enable responsible citizenship, economic productivity and personal fulfillment."

DOE goes on to state that although students are at risk for a number of reasons, the two main factors are social influences and educational factors.

Under social influences, DOE, in an attempt to delineate its concerns, includes the following examples:

Transparency 29

* children who come from abusive home environments, including those where substance and child abuse are present
* children who lack adequate support from their family or community
* children with physical and psychological handicaps, including low self esteem
* children who are pregnant or are teenage parents
* children who come from a poverty background
* children whose immediate family may be headed by a single parent

Under educational factors, DOE, in an attempt to delineate its concerns, includes the following examples:

Transparency 30

* children who lack a strong language base
* children who lack adequate support from their school, including low expectations from educators
* children who lack a set of basic skills or the opportunity to gain a set of basic skills
* children of color who are discriminated against
* low achievement in school
* poor attendance, truancy, and lack of participation
* students at risk of graduating from high school lacking basic educational skills

["Definition of AT RISK STUDENTS, Alaska DOE, October 16, 1989]

As you look at some of the factors due to social influence and education, it is easy to see where the demographics presented earlier illustrate the reality that we do have students at risk. As you look at the data to be presented in the next few moments, you will be able to see even more clearly why the issue of equity cuts across all lines of race, religion, sex, national origin, and age and must be dealt with squarely if our country is to survive. When each of these areas is looked at separately, it quickly becomes apparent that People of Color have higher population percentages in each of the issue areas. Therefore a greater percentage of Students of Color and female students are at risk.

TEENAGE PREGNANCY

Transparency 31

50% of children born in the U.S. to teenagers are born out of wedlock. Every day in the U.S. 40 teenagers give birth to their third child. That is 15,000 teenagers a year. [Hodgkinson, **All But One System: Demographics of Education - Kindegarten Through Graduate School**, Institute for Educational Leadership, p. 5.]

Transparency 32

Of that percentage, Alaska's teen birthrate is 13% higher than the national average and it is the ninth highest in the country. The Alaska Native teen birthrate is 70% higher than the national average and is among the highest in the world. [Report of Governor's Interim Commission on Children and Youth, **Our Greatest National Resource, Investing in the Future of Alaska's Children**, State of Alaska, p. 83]

Teenage mothers often give birth prematurely due to lack of prenatal care, including poor diet and lack of physical exams. Premature babies tend to have low birthweights, which often leads to major health difficulties. This in turn tends to be an indicator of major learning difficulties when these babies reach school age. Not only is the teenage mother at risk but so is her child. [Hodgkinson, **All But One System: Demographics of Education - Kindegarten Through Graduate School**, Institute for Educational Leadership, p. 5.]

Transparency 33

In Alaska, only 41% of non-White pregnant teenagers and only 50% of White pregnant teenagers receive adequate prenatal care. Alaska only serves 27% of women eligible under the Women and Infant Care(WIC) program which provides financial assistance to ensure adequate nutritional care to pregnant mothers and newborns. [Report of Governor's Interim Commission on Children and Youth, **Our Greatest National Resource, Investing in the Future of Alaska's Children**, State of Alaska, p. 83]

Transparency 33

Four out of five pregnant teenage girls drop out of school as compared to less than 10% of childless girls. Pregnancy is the most common reason girls leave school. [Report of the Senate Special Committee on School Performance, **Helping Schools Succeed at Helping All Children Learn**,15th Alaska Legislature, January 1989 p. 202]

SCHOOLING

Nationwide even though the number of Students of Color has increased, the percentage of Teachers of Color has dropped from 12 to 9%. According to Harold Hodgkinson, director of the Institute for Educational Leadership, higher education also has racial/sexual imbalances as well. Few People of

Color, especially Blacks and Hispanics, are represented in doctoral programs. Women are only one in eight in such programs, and they are mainly in biology, sociology/anthropology, and psychology. Diverse role models are needed for our students so they can anticipate a variety of opportunities and occupations for themselves, no matter what their race or gender. If our educational institutions are not providing for and encouraging the development of role models, who is? [Hodgkinson, "The Right Schools for the Right Kids," **Educational Leadership**, (February, 1988) p.14].

According to Alaska Department of Education information, Alaska's student and teacher population demographics are as follows:

Transparency 35

Race	Students	Teachers
White	67.75%	91.00%
Alaskan Native/Am. Natives	22.60%	4.09%
Black	4.31%	2.57%
Asian Pacific	3.53%	1.19%
Hispanic	1.81%	1.02%

Twenty-two of Alaska's fifty-five school districts have greater than 75% Alaskan Native enrollment. Thirty-one of Alaska's fifty-five school districts have at least 50% Alaskan Native enrollment. Even though it is known that Teachers of Color provide role models and can help reduce racial prejudice, the percentage of Alaskan teachers who are People of Color remains low.

Transparency 36

Figures gathered in Alaska shows the following percentage of high school graduates, among members of the community who are now 25 or older :

White	almost	89%
Black	about	83%
Asian	about	77%
Alaska Native	about	46%

["Summary of Joint Hearing of Quality Education for Minorities Project," **Helping Children Succeed At Helping All Children Learn**, 15th Alaska Legislature, January 1989, p. 152.]

A comparative look at national statistics shows that Alaska's White figures are about the same as the national average, our Black statistics are higher, our Asian statistics are lower(national average - 89%), and Native American(the lowest of any group in Alaska) were not given in the national study.

Transparency 37

According to the **Population Reference Bureau Report**, the percentage of high school graduates of various races in the U.S. in 1985 were as follows:

White	87%
Black	74%
Japanese	96%
Chinese	90%
Filipinos	89%
Korean-Indian	94%
Vietnamese	76%

[Hodgkinson, Harold, "The Right Schools for the Right Kids." **Educational Leadership**, February 1988, p13]

Throughout the nation, it is extremely difficult to collect drop-out data because school districts are unable to keep track of students who leave their system for any of a number of reasons including attendance at another school, correspondence study, g.e.d. programs, and "true" dropouts who do not pursue any organized education. However, both the United States and Alaska have some data.

According to the General Accounting Office in 1985, 13% of 16-24 year olds (4.3 million) dropped out of school. Almost one in five was a Person of Color and males outnumbered females. [Senate Special Committee on School Performance, Fifteenth Alaska Legislature, **Helping Schools Succeed at Helping All Children Learn**, (January 1989), p. 201].

Alaska has some data which projects the dropout rate at 30%, with the Alaskan Native student drop-out rate being significantly higher in the more urban areas (i.e. Juneau - 60% and Fairbanks - 70%). ["Demographics of Alaska's Schools," Conference on Alaskan Students at Risk, October 1989].

Transparency 38

In research done for the Alaska Legislature, it was stated that dropouts are three times more likely than high school graduates to come from welfare families. [Senate Special Committee on School Performance, Fifteenth Alaska Legislature. **Helping Schools Succeed at Helping All Children Learn** (January 1989), p. 202].

BILINGUAL STATISTICS

As spelled out in the immigration data given earlier, it is obvious that the U.S. school systems have to address the issue of languages.

The large numbers of immigrants entering the U.S. since the early '70s have obviously led to more immigrant students in America's public schools. The number of school-age immigrant children nationwide is estimated to be between 2.1 and 2.7 million. Their diverse cultures, backgrounds, and personal histories have overwhelmed schools not equipped or financed to cope with multiple languages, cultures and needs. Often families have settled as communities, so their impact on specific local areas, particularly schools, has been far greater than their numbers at first indicated. [Yao, "Working Effectively with Asian Immigrant Parents," **Phi Delta Kappan**, (November, 1988) p.204].

Transparency 33

Specifically related to Alaska's linguistic demographics, DOE states that 11,347 students have been identified as bilingual. Their background is as follows:

Alaska Native	75%
Asian	8%
Hispanic	5%
Other	12%

There are 172 different languages spoken in Alaska with five basic Alaska Native languages comprising the largest group. Yup'ik speakers have the largest number of students entering school with other-than-English as their native language.
"Summary of Joint Hearing of Quality Education for Minorities Project"
Helping Schools Succeed At Helping All Children Learn, p. 152

SUICIDE

Transparency 40

Although suicide is a problem with students at risk in other parts of the country, in Alaska, it seems to be a problem of much greater proportion than elsewhere. It is especially significant within our Native community. Alaska's suicide rate is two times the national average. Among young Native men, it is 22 times as high. Between 1983-85, youth under 19 accounted for 12% of Alaska's suicides.

Studies have shown that cultural conflict is a particular risk for Native youth. The Alaska Native Health Board, has proposed a link between suicidal behavior and societal stress, especially that caused by rapid social change.

Governor's Interim Commission on Children and Youth, **Our Greatest Natural Resource, Investing in the Future of Alaska's Children, a Report of the Governor's Interim Commission on Children and Youth,** January 1988, p.73

ALCOHOL/DRUGS

Transparency 41

Alcohol and substance abuse problems are problems throughout the nation, resulting in significant numbers of situations involving violence, crime and social deterioriation. However, according to work done by the Governor's Interim Commission on Children and Youth in 1987, Alaska's children have much higher rates of alcohol and drug abuse than children in the Lower 48 .

In Alaska, alcohol is involved in at least 1/4 of all juvenile crimes and plays a part in at least 70% of Native suicides. 8-9% of Alaskan students say they have drug related problems at school. Fetal alcohol syndrome has the highest reported rate in the world among Alaskan Natives. 1 in 4 children in Alaska has an alcoholic parent.

Governor's Interim Commission on Children and Youth, **Our Greatest Natural Resource Investing in the Future of Alaska's Children, a Report of the Governor's Interim Commission on Children and Youth,** January 1988, p.79.

FINAL THOUGHT

Transparency 42

A final thought to leave you with is from the Governor's Interim Commission on Children and Youth. Of an average class of 40 ninth graders, by the time they graduate we can expect:

1	will commit suicide
4	will become pregnant
2	will give birth
6	will run away
8	will drop out
11	will be unemployed
15	will live in poverty
36	will use or abuse alcohol/drugs

Conclusion

By studying national and state statistics, it is apparent that we need to look more carefully at the demographics of our country and the statistics on our "students at risk" to plan for our students. We must re-orient our schools if t today's students are to be successful and productive in the new century. If our society is to survive and thrive, students must be successful in school. The state equity regulations only begin to address the issues especially since they only discuss gender. But these regulations and the intent behind them are practical and essential to the survival of the American educational system. Equity of educational and social opportunities need to be ensured not only because it is the moral thing to do but also because it is the only way that our society will survive economically and politically. [Task Force on Women, Minorities and the Handicapped in Science and Technology, **Changing America: The New Face of Science and Engineering**, (September 1988) p. 13].

Transparency 43

There are two self-evident facts about America and its future.

1. The future U.S. workforce will be more Asian, more Hispanic, slightly more Black, less White, and more female.

Transparency 44

2. There are more poor, more non-English speaking, more disabled, more culturally diverse people than have ever been in our educational system.

According to Harold Hodgkinson, Director of the Institute for Educational Leadership in Washington, D.C., we can not simply pick winners as so many national educational commissions are exhorting us to do. We must create and develop them. We must nurture each child so that every student is successful. We need every child. We can not afford to lose any of them.

The future is theirs. Do we know who they are? Are we heeding their needs?

Discussion and Conclusion

PURPOSE: To look at ways to affect changes and make educational setting more equitable.

GROUP SIZE: Any size - could either break into small brainstorming groups to report back or stay in large discussion group

TIME: 15 minutes

MATERIALS: Notepaper and pencils for small groups, if desired by participants
Timer

ROOM ARRANGEMENT: Depends on group size

PROCEDURE:

1. After short break , Trainer could say something like the following:
"If information is power, you just got a lot of information. Let's discuss ways you could use this information and apply it locally."

☛ NOTE: *AT THIS TIME, TRAINER MIGHT WANT TO READ CONCLUSION AGAIN AND BRING IT TO AUDIENCE'S ATTENTION THAT IT IS BEING READ TWICE SO THEY WILL THINK ABOUT IT SERIOUSLY.*

2. If participants break into small groups, Trainer should time this portion and ensure that there is enough time for each group to report back on the thoughts and conclusions of their group.

3. If the group stays large, the Trainer should ensure that all participants have an opportunity to share their ideas.

Evaluation

PURPOSE: To collect feedback from participants on content and organization of the workshop.

GROUP SIZE: Any size

TIME REQUIRED: 5 minutes

MATERIAL: Handout #3 Evaluation Form (or school district's evaluation tool)

ROOM ARRANGEMENT: Any

PROCEDURE:

1. Trainer informs participants that this will be their opportunity to evalute the workshop.

2. Trainer passes out Handout #3 Evaluation Form .

3. Trainer asks participants to leave Evaluation Forms in designated place before leaving.

4. While participants are completing their Evaluation Forms, trainers could be completing the Trainer's Module Evaluation form found at end of this Module. Once completed, please return to:

Equity Coordinator
Department of Education
P.O. Box F
Juneau, Alaska 99811

Workshop Evaluation

I. How would you rate this workshop in the following areas?
(Please circle the most appropriate rating.)

A. Objectives were made clear.	Very clear 1	2	3	4	Not clear 5
B. Objectives were met	To a great extent 1	2	3	4	Not met at all 5
C. Information was of practical value.	Great value 1	2	3	4	No value 5
D. Handouts/materials were relevant to my present needs.	Most relevant 1	2	3	4	Not relevant 5
E. Presentation was effective.	Highly effective 1	2	3	4	Not effective 5

II. Circle one of the following ratings which best describes your feeling about this workshop in comparison to others you have attended.

1 One of the best 2 Better than most 3 About average

4 Weaker than most 5 One of the worst

What were the strongest features of the workshop?_____

_____

_____

What were the weakest features of the workshop?_____

_____

_____

_____

Return to:
Gender Equity Coordinator
Alaska Department of Education
P.O. Box F, Juneau, AK 99811

AGENDA

Introductions and Agenda Sharing

Warmup - Startling Statements

Presentation of demographic material
- U.S.
- Alaska
- Students at Risk
- Conclusion

Break

Discussion/Conclusion

Evaluation

HANDOUT

Startling Statements

1. What percent of Alaska's population are people of color?

22.9% of Alaska's population in the 1980 census data declared themselves as other than white.

POPULATION BY RACE	1980	1987
White	77.0%	77.9%
Native American	16.0%	14.8%
Black	3.3%	2.9%
Asian/Pacific Islanders	2.0%	2.6%
Other/Unknown	1.6%	2.0%

SOURCE: **1980 Census of Population and Housing and Special U.S. Census Tabulations Alaska Population Overview 1986 and Provision 1987 Estimates**, Alaska Dept. of Labor, August 1989

2. 23% of Alaska's student population are Alaska Native. What percent of Alaska's teachers are Alaska Native? 4.09%

According to Alaska Department of Education information, Alaska's student and teacher population demographics are as follows:

Race	Students	Teachers
White	67.75%	91.00%
Alaskan Native/Am. Natives	22.60%	4.09%
Black	4.31%	2.57%
Asian Pacific	3.53%	1.19%
Hispanic	1.81%	1.02%

Twenty-two of Alaska's fifty-five school districts have greater than 75% Alaskan Native enrollment. Thirty-one of Alaska's fifty-five school districts have at least 50% Alaskan Native enrollment. Even though it is known that minority teachers provide role models and reduce racial prejudice, the percentage of Alaskan teachers who are minority remains low.

3. 12.4 % of U.S. citizens live below the poverty line, what percent of Alaskans live below the poverty line? 14.4%

According to Alaska Department of Labor, statistics show that 14.4% of Alaska's population live below the poverty line as compared to 12.4% on a national level. The difference holds for both the Whites and the Natives.

	U.S. citizens in poverty	Alaskans in poverty
White	9.4%	10.4%
Alaska Native	27.5%	33.0%

4. **50%** of children born in the United States to teenagers are born out of wedlock.

5. **40%** of American marriages end in divorce. **70%** of Alaskan marriages end in divorce.

6. Alaska's teen birthrate is **13%** higher than the national average, and it is **9th** highest in the country.

Governor's Interim Commission on Children and Youth, **Our Greatest Natural Resource, Investing in the Future of Alaska's Children**, January 1988

7. Alaskan Native teen birthrate is **70%** higher than national average.

Governor's Interim Commission on Children and Youth, **Our Greatest Natural Resource, Investing in the Future of Alaska's Children**, January 1988

8. Everyday in the United States, **40** teenagers give birth to their third child. That is **15,000** teenagers a year.

9. Almost 89% of Alaska's White adult population are reported to be high school graduates. About **46%** of Alaskan Native adult population are high school graduates.

10. Almost 89% of Alaska's White adult population are reported to be high school graduates. **About 83%** of Alaska's Black adult population are high school graduates.

11. Dropouts are **3** times more likely than high school graduates from welfare families.

This information appears in reserach done for the Alaska Legislature during the 15th Alaska Legislature, Senate Special Committee on School Performance. **Helping Schools Succeed at Helping All Children Learn**, January 1989.

12. Alaska's suicide rate is **2** times the national average. Among young Alaska Native Men it is **22** times as high.

Inv Ing in the Future of Alaska's Children, a Report of the Governor's Interim Commission on Children and Youth, Office of the Governor, 1987.

13. At least **1/4** of all juvenile crimes involve alcohol.

Investing in the Future of Alaska's Children, a Report of the Governor's Interim Commission on Children and Youth, Office of the Governor, 1987.

14. The West was **30%** of world population in 1900 and is projected to be 9 % in 2010.

Hodgkinson, Harold, "The Right Schools for the Right Kids," **Educational Leadership**, February 1988, p. 11.

15. The current world population is **18%** White.

Hodgkinson, Harold, "The Right Schools for the Right Kids," **Educational Leadership**, February 1988, p. 11.

16. **9** out of ten children today are born in developing nations.

Hodgkinson, Harold, "The Right Schools for the Right Kids," **Educational Leadership**, February 1988, p. 11.

17. The United States is destination of **2/3** of world's immigrants.

Martin, David, "Wake up: The American Dream is Fading, and our Future is At Risk," **The American School Board Journal**, Feb.1988, 23.

18. White population in U.S. was 80% in 1982 and is projected to be **59 %** in 2050.

Yao, Esther Lee, "Working Effectively with Asian Immigrant Parents." **Phi Delta Kappan**, November 1988, p. 223.

19. By year 2000, **33 1/3%** of Americans will be non-White.

Martin, David, "Wake up: The American Dream is Fading, and our Future is At Risk," **The American School Board Journal**, Feb.1988, 21.

20. Children are **40 %** of America's poor.

Martin, David, "Wake up: The American Dream is Fading, and our Future is At Risk," **The American School Board Journal**, Feb.1988, 21.

21. Nearly 14% of all children are poor, but **43 %** of Black children are poor.

Martin, David, "Wake up: The American Dream is Fading, and Our Future is At Risk," **The American School Board Journal**, Feb.1988, 23.

22. In 1950, a retiree on social security was supported by 17, by 2000 a retiree will be supported by **1.4** people.

23. **83 %** of new workers between now and 2000 will be women, minorities, and immigrants.

Martin, David, "Wake up: The American Dream is Fading, and our Future is At Risk," **The American School Board Journal**, Feb.1988, 24.

24. **7 %** of American households in 1985 are made up of working father, at home mother, 2 or more children.

25. **Alaska** has highest level of migration of all states.

26. In Anchorage School District, **25 %** of students are minority.

Anchorage School District statistics, October 1989

Trainer's Module Evaluation

TRAINER NOTE: Now that you have completed the workshop, please take a moment to complete the following evaluation. Your input will be of vital importance as the modules are refined to meet the needs of teachers.

YOUR NAME: (optional) _____

NAME OF MODULE: _____

WHERE PRESENTED: _____

OF PARTICIPANTS: _____

I. TRAINER INSTRUCTION SHEET

A. Were training instructions clear and precise? _____ Yes _____ No

If no, please state page number and problem area: _____

_____

Other comments: _____

_____

B. Was the format of the Trainer Instruction Sheets easy to follow?

_____ Yes _____ No

II. PARTICIPANT ACTIVITIES

A. Which activity did the participants appear to enjoy the most?

_____ _____

B. Are there any activities that you feel need to be eliminated of replaced? If so, please identify.

_____

_____

C. Was the timing allocated for activities appropriate?

_____ Yes _____ No

Overall, do you feel this module raised the participants' awareness of sex bias?

_____ Yes _____ No

Return to: Gender Equity Coordinator, Alaska Department of Education, P.O. Box F, Juneau, Alaska 99811

Excerpted from Alaska State Register 104, January 1988
EDUCATION

ARTICLE 2.
PROHIBITION OF SEX DISCRIMINATION

Section
500. Purpose
510. Discrimination in hiring practices
520. Recreational and athletic activities
530. Guidance and counseling services
540. Course offerings
550. Review of instructional materials
560. Violations
570. Assurance of voluntary compliance
580. Remedies
590. Additional authority of the commissioner
600. Definitions

4 AAC 06.500. PURPOSE. The purpose of 4 AAC 06.500 — 4 AAC 06.600 is to establish procedures and standards that will enable school districts to prevent and eliminate, in public education, discrimination on the basis of sex. (Eff. 10/31/82, Reg.84)
Authority: AS 14.18.080

4 AAC 06.510. DISCRIMINATION IN HIRING PRACTICES. (a) Hiring practices which are prohibited by AS 14.18.020(1) include the use of any position description, job qualification, or agreement negotiated under AS 14.20.550 which has the direct or indirect effect of giving preference to an applicant on the basis of sex, except with respect to personal supervision of persons using locker rooms, showers, or toilet facilities.

(b) Nothing in 4 AAC 06.500 — 4 AAC 06.600 prevents a school district from using sex as a criterion for meeting affirmative action employment goals. (Eff. 10/31/82, Reg. 84)
Authority: AS 14.18.080

4 AAC 06.520. RECREATIONAL AND ATHLETIC ACTIVITIES. (a) Before February 1 of each school year beginning after October 31, 1982, each school district shall conduct a survey of students in grades five through 11, in a manner to be established by the district, to determine student interest in specific extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities.

(b) Before April 1 of each school year beginning after October 31, 1982, each school district shall adopt a plan which sets out all extracurricular recreational activities, interscholastic athletic activities, and intrascholastic, athletic activities which will be offered by the district during the following school year. The plan required by this subsection must provide substantial equal opportunities for each sex, and must, to the maximum extent practicable, accommodate the interests of students as expressed in the survey required by (a) of this section.

(c) In developing or amending a plan under (b) of this section, each school district shall evaluate its extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities to insure that the activities available to each sex are substantially equal based on the following criteria:

(1) the provision of equipment and supplies;
(2) the schedule of games and practice times;
(3) travel schedules and trips taken;
(4) opportunities to receive coaching;
(5) assignment of coaches and tutors;
(6) provision of locker, practice, and competitive facilities;
(7) provision of administrative support services; and
(8) publicity.

(d) The results of the survey required by (a) of this section and a copy of the plan required by (b) of this section must be available for public inspection at each school in the district by September 15 of each school year. (Eff. 10/31/82, Reg. 84)
Authority: AS 14.18.080

4 AAC 06.530. GUIDANCE AND COUNSELING SERVICES. (a) School personnel assigned to provide guidance and counseling services, and all materials used in the provision of those services, shall encourage students to explore and develop their individual interests in vocational programs and employment opportunities without regard to sex. This may include encouraging students to consider nontraditional occupations.

(b) Before December 15 of the school year beginning after October 31, 1982, each school district shall establish written procedures for the biennial training of certificated personnel who are assigned to provide guidance and counseling services in the recognition of sex bias in counseling materials and in techniques which may be used to overcome the effects of sex bias. (Eff. 10/31/82, Reg 84)
Authority: AS 14.18.080

4 AAC 06.540. COURSE OFFERINGS. Except as provided in AS 14.18.050, no school district may require or deny participation in any course, program, or activity on the basis of sex. (Eff. 10/31/82, Reg. 84)
Authority: AS 14.18.080

4 AAC 06.550. REVIEW OF INSTRUCTIONAL MATERIALS. (a) Instructional materials which portray people, or animals having identifiable human attributes, must portray males and females in a wide variety of occupational, emotional, and behavioral situations, and present each sex in the full range of its human potential.

(b) Before December 15 of the school year beginning after October 31, 1982, each school district shall establish written procedures

(1) for the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias;

(2) for the review of textbooks and instructional materials for evidence of sex bias; and

(3) for the replacement or supplementation of materials found to exhibit sex bias, according to the general textbook and instructional materials replacement procedure of the district.

(c) The procedure required by (b) of this section must be submitted to the commissioner within 30 days after their establishment.

(d) Nothing in this section requires a district which is in substantial compliance with the requirements of this section to adopt new or different procedures. (Eff. 10/31/82, Reg. 84)

Authority: AS 14.18.080

4 AAC 06.560. VIOLATIONS. (a) Before December 15 of the school year beginning after October 31, 1982, each school district shall adopt and make available to the public a grievance procedure through which violations of AS 14.18 or 4 AAC 06.500 — 4 AAC 06.600 may be remedied.

(b) A district grievance procedure adopted under (a) of this section must

(1) provide for a hearing before the governing body of the district;
(2) require that the hearing be held on the record; and
(3) require that a final decision be issued within 60 days after the filing of the grievance.

(c) If, after exhausting the procedures established under (a) of this section, an aggrieved person believes that a violation has not been remedied, that person may file a complaint with the commissioner on a form approved by the state board. The complaint must be filed within 180 days of the alleged violation.

(d) Upon receipt of a complaint received under (c) of this section, the commissioner shall conduct an investigation of the complaint. If, after conducting the investigation, the commissioner determines that a violation has occurred and the violation justifies action against the school district, the commissioner shall file an accusation with the state board.

(e) Upon receipt of an accusation, the president of the state board will request the appointment of a hearing officer sitting alone to hear the case.

(f) A hearing under (e) of this section will be conducted by the hearing officer in accordance with the procedures in AS 44.62.330 — 44.62.640.

(g) The state board will accept or reject the hearing officer's proposed decision no later than the first regularly scheduled meeting after the hearing officer has rendered the proposed decision. (Eff. 10/31/82, Reg. 84)

Authority: AS 14.18.080

Editor's Note: the forms mentioned in 4 AAC 06.560(c) may be obtained by writing to the Department of Education, Pouch F, Juneau, Alaska 99811.

4 AAC 06.570. ASSURANCE OF VOLUNTARY COMPLIANCE. (a) The commissioner may enter into an assurance of voluntary compliance agreement with a school district alleged to be in violation of AS 14.18 or 4 AAC 06 instead of further action under 4 AAC 06.560.

(b) Under the terms of an assurance of voluntary compliance agreement, the school district need not admit wrongdoing, but must agree not to commit the violation in the future. The commissioner may require as a condition of the assurance that the school district submit a plan of compliance for approval by the commissioner.

(c) A plan of compliance under (b) of this section or under 4 AAC 06.580 must contain at least the following:

(1) a timeline for compliance;
(2) how compliance will be achieved;
(3) criteria by which compliance can be determined; and
(4) the name of the person responsible at the district level for supervising compliance. (Eff. 10/31/82, Reg. 84)

Authority: AS 14.18.080

4 AAC 06.580. REMEDIES. (a) If the state board determines that a school district is or has been engaged in practices in violation of AS 14.18 or 4 AAC 06.500 —4 AAC 06.600, the board will, in its discretion, direct the school district or the hearing officer to formulate a plan of compliance.

(b) If the school district fails to implement the plan of compliance, or violates a plan of compliance, an assurance of voluntary compliance agreement, or another order of the state board, the commissioner may petition the board to withhold state funds in accordance with AS 14.07.070.

(c) If the commissioner petitions the state board under (b) of this section, the state board will hold an abbreviated hearing in which the commissioner shall state the basis for the petition and the school district will be afforded the opportunity to respond.

(d) Nothing in 4 AAC 06.500— 4 AAC 06.600 limits the commissioner or the Professional Teaching Practices Commission from seeking to revoke the certification of, suspend, or otherwise discipline an educator who violates AS 14.18 or 4 AAC 06.500 — 4 AAC 06.600.

(e) Nothing 4 AAC 06.500 — 4 AAC 06.600 limits the Alaska School Activities Association from barring participation in its activities or otherwise disciplining a member district which violates AS 14.18.040 or 4 AAC 06.520. (Eff. 10/31/82, Reg. 84)

Authority: AS 14.18.080

4 AAC 06.590. ADDITIONAL AUTHORITY OF THE COMMISSIONER. In addition to any other duties performed under 4 AAC 06.500 — 4 AAC 06.600, the commissioner may require a school district to report its efforts toward compliance with 4 AAC 06.500 — 4 AAC 06.600 and, in the absence of a complaint, may file an accusation with the state board. (Eff. 10/31/82, Reg. 84)

Authority: AS 14.18.080

4 AAC 06.600. DEFINITIONS. In AS 14.18 and 4 AAC 06.500 — 4 AAC 06.600

(1) "commissioner" means the commissioner of the Department of Education;
(2) "extracurricular recreational activity" includes school-sponsored or supported clubs, teams or activities of general or specific interest not part of classroom instruction;
(3) "instructional material" includes textbooks, films, filmstrips, workbooks and other materials the primary purpose of which is for use in classroom instructional activity; "instructional materials" does not include literary works;
(4) "physical education activities involving bodily contact" means boxing, wrestling, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact;
(5) "sex bias" means behavior or written materials which, taken as a whole, portray one sex in a role or status inferior to or more limited than that of the other; assign abilities, traits, interests, or activities on the basis of sex stereotypes; denigrate or ridicule one sex; ignore or substantially underrepresent the numerical existence of one sex for reasons not necessitated by the subject matter of the work; or otherwise treat persons in a discriminatory way on the basis of sex;
(6) "state board" means the State Board of Education. (Eff. 10/31/82, Reg. 84 Authority: AS 14.18.080

STARTLING STATEMENTS

Make one or more copies to be cut up item by item along the lines to be pinned on back of participants as they come in the door

1. What percent of Alaska's population are People of Color?

2. 23% of Alaska's student population are Alaska Native. What percent of Alaska's teachers are Alaska Native?

3. What percent of Alaskans live below the poverty line?

4. _____% of children born in the United States are born out of wedlock.

5. _____% of American marriages end in divorce.
   _____% of Alaskan marriages end in divorce.

6. Alaska's teen birthrate is _____% higher than the national average, and it is _____ highest in the country.

7. Alaskan Native teen birthrate is _____% higher than national average.

8. Everyday in the United States, ___ teenagers give birth to their third child. That is _____teenagers a year.

9. Almost 89% of Alaska's White adult population are reported to be high school graduates. _____% of Alaskan Native adult population are high school graduates.

10. Almost 89% of Alaska's White adult population are reported to be high school graduates. ____% of Alaska's Black adult population are high school graduates.

11. Dropouts are _____times more likely than high school graduates from welfare families.

12. Alaska's suicide rate is _____ times the national average. Among young Alaska Native Men it is _____ times as high.

13. At least _____ of all juvenile crimes involve alcohol.

14. The West was 30% of world population in 1900 and is projected to be _____% in 2010.

15. The current world population is _____% White.

16. ___out of ten children today are born in developing nations.

17. The United States is destination of _____of world's immigrants.

18. White population in U.S. was 80% in 1982 and is projected to be ____% in 2050.

19. By year 2000, _____% of Americans will be non-White.

20. Children are _____% of America's poor.

21. Nearly 14% of all children in the U.S. are poor, but ____% of all Black children in the U.S. are poor.

22. In 1950, a retiree on social security was supported by 17, by 2000 a retiree will be supported by _____ people.

23. _____% of new workers between now and 2000 will be women, People of Color, and immigrants.

24. ____% of American households today are made up of working father, at home mother, 2 or more children.

25. _____ has highest level of migration of all states.

26. In Anchorage School District, ____% of students are People of Color.

Startling Statements

1 What percent of Alaska's population are people of color?

2 23% of Alaska's student population are Alaska Native. What percent of Alaska's teachers are Alaska Native?

3 What percent of Alaskans live below the poverty line?

4 _____ % of children born in the United States to teenagers are born out of wedlock.

5 _____% of American marriages end in divorce. _____% of Alaskan marriages end in divorce.

6 Alaska's teen birthrate is _____% higher than the national average, and it is _____ highest in the country.

7 Alaskan Native teen birthrate is _____% higher than national average.

8 Everyday in the United States, ___ teenagers give birth to their third child. That is _____teenagers a year.

9 Almost 89% of Alaska's White adult population are reported to be high school graduates. _____% of Alaskan Native adult population are high school graduates.

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11. Dropouts are _____times more likely than high school graduates from welfare families.

12 Alaska's suicide rate is _____ times the national average. Among young Alaska Native Men it is _____ times as high.

13 At least _____ of all juvenile crimes involve alcohol.

14 The West was 30% of world population in 1900 and is projected to be _____% in 2010.

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16 ___out of ten children today are born in developing nations.

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18 White population in U.S. was 80% in 1982 and is projected to be ____% in 2050.

19 By year 2000, _____% of Americans will be non-White.

20 Children are _____% of America's poor.

2 Nearly 14% of all children in the U.S. are poor, but ____% of all Black children in the U.S. are poor.

22 In 1950, a retiree on social security was supported by 17, by 2000 a retiree will be supported by _____people.

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24 ____% of American households today are made up of working father, at home mother, 2 or more children.

25 _____ has highest level of migration of all states.

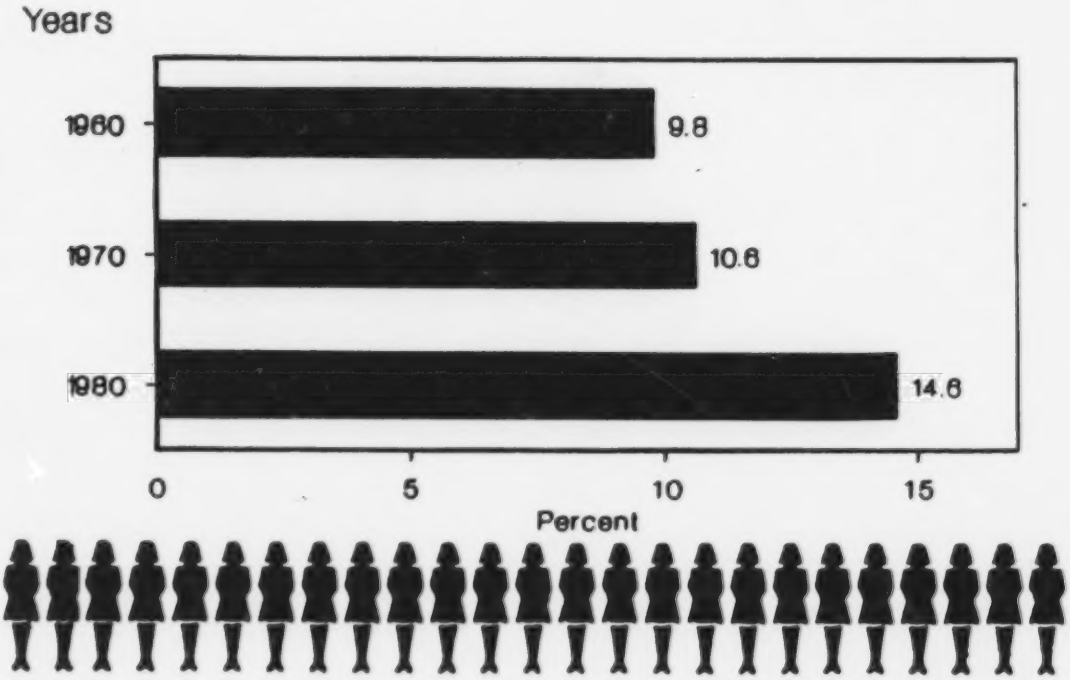
26 In Anchorage School District, ____% of students are People of Color.

APPENDIX D

Attached are several visuals which you may want to consider using in your presentation. They are taken from a report entitled *The New Student Profile: Building a Workforce for the 21st Century.* It was written by the Governor's Council on Vocational Education in February 1989.

Female Households

PERCENT OF FAMILY HOUSEHOLDS



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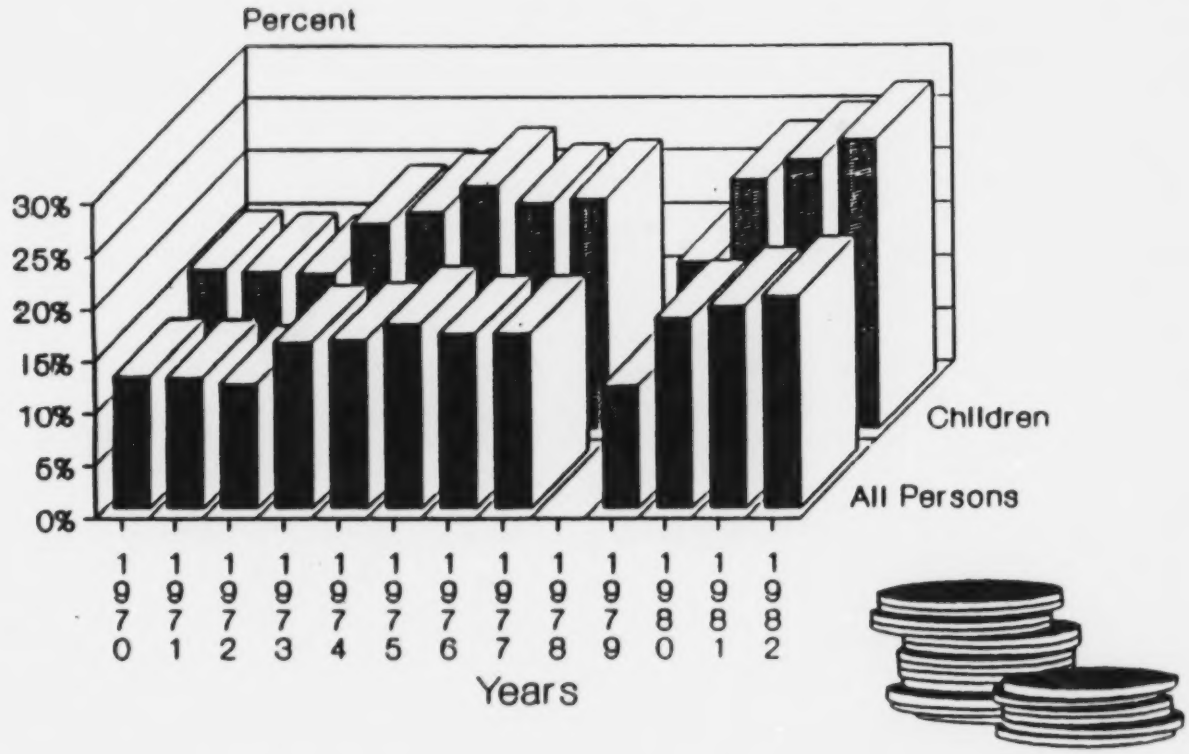
U.S. Poverty Rates

1970 - 1982



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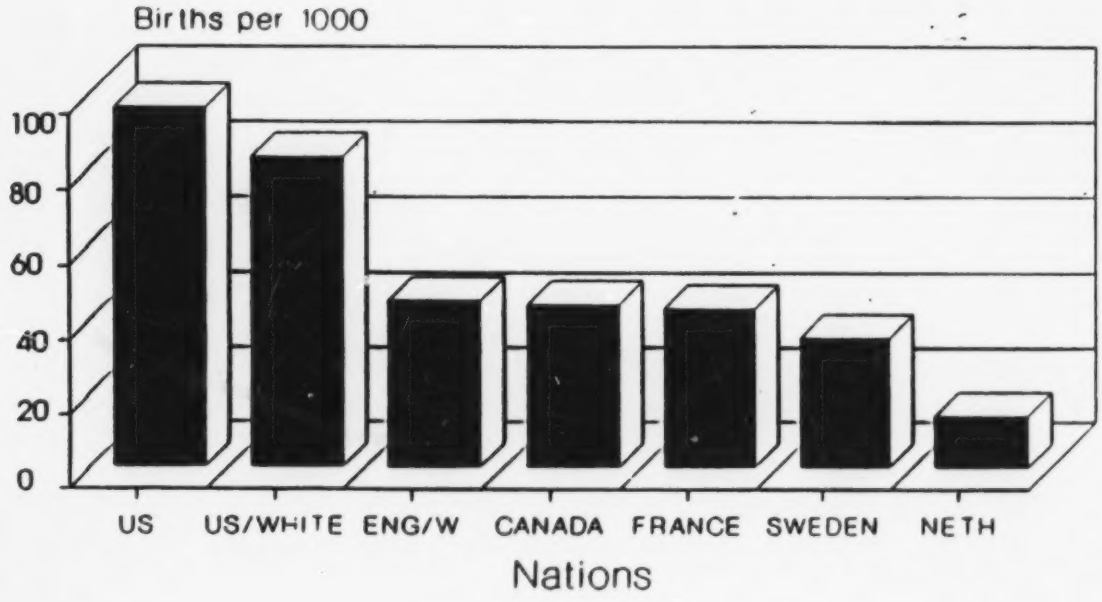
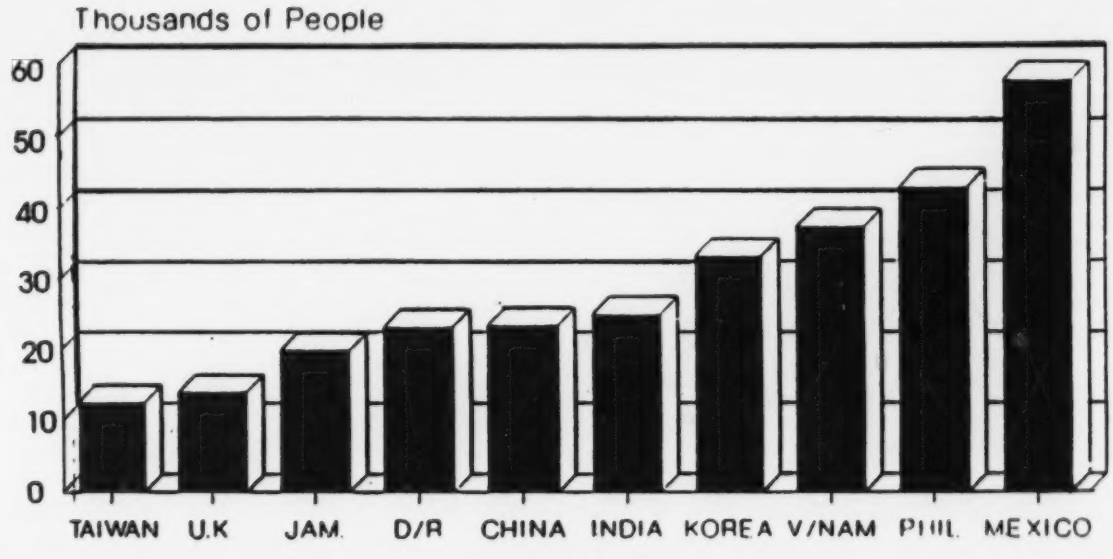
1981 Pregnancy Rates

PER 1000 TEENS (15 - 19)

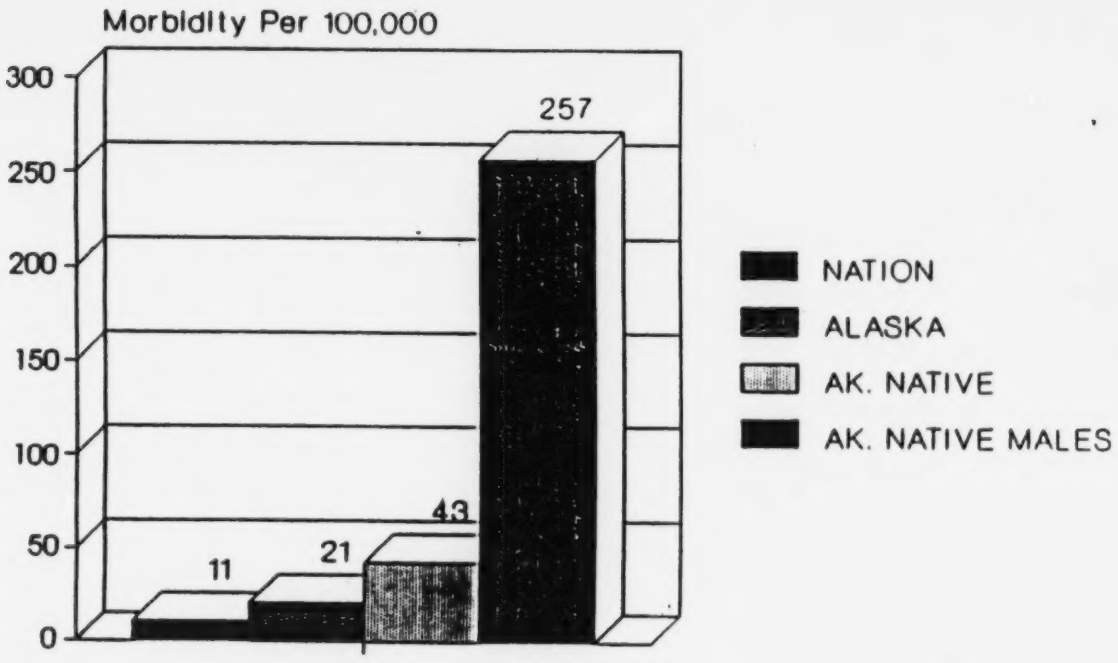


Legal Immigration

FROM WHERE ARE THEY COMING?



Alaska Suicide
1983 - 1984
RATES PER 100,000



The New Student Profile

YEAR 2000

- More Handicaps
- More Special Needs
- More Multicultures
- More Limited Abilities
- More English Language Deficiencies
- More Dropouts
- More Destined to Make Poor Transition From School to Work or Higher Education

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Who are our students today ?

Demographics are our vital statistics.

An equal education is guaranteed

by the Civil Rights Act of 1964 and Title IX of Education Amendments Act of 1972, both of which are based on intent of the 14th Amendment to the U.S. Constitution.

Demographic factors affecting education:

Age
Race/Fertility
Class Structure
Family Status
Immigration

Age:

U.S. is aging.
There are
more Americans
over 65
than are
teenagers.

Age:

Social Security

1950 1 retiree supported by 17

Today 1 retiree supported by 3.4

2000 1 retiree supported by 1.4

Fertility/Race Statistics:

U.S. birthrates

2.9 Mexican American
2.4 Black
2.1 Puerto Rican
1.7 Whites
1.3 Cuban

1.9 U.S. Average Total Birthrate

Fertility/Race Statistics

U.S. racial demographics using percentages

	1982	2050
Black	12.0%	16%
Hispanic	6.0%	15%
Asian	1.6%	10%
White	80.0%	59%

Class:

Fertility rates are a function of class:

Women without high school diploma have a birthrate of 2.5

Women with college degree have a birthrate of 1.4

Families less than $10,000 annual income above 2.1

Families with income $35,000 1.3

Class:

Almost half of our poor are children.

Class:

A child under 6 today is 6 times more likely to be poor than a person over 65.

Family Status

Typical U.S. family has one working father, one mother at home, and two or more children.

1955 60%

1980 11%

1985 7%

Family Status:

Of 100 children born in U.S.:

12 Out of wedlock

40 Parents divorced before 18

5 Parents separate

2 One parent dies

41 Reach 18 normally

Immigration:

U.S. is the destination of 2/3 of the world's immigrants.

A look at demographic factors in Alaska

Age

Race/Fertility

Class Structure

Family Status

Immigration

Age

Year	U.S. median age	Alaska median age
1980	30.0	26.1
1988	32.3	28.9

Year	Alaska White median age	Alaska Native median age
1980	27.0	21.4
1988	29.9	22.9

Fertility/Race Statistics:

Current Alaska total birthrate	2.3
White	2.1
Alaska Native	3.7

Fertility/Race Statistics

Alaska's population by race

	1980	1988
White	77.0%	75.5
Alaskan Native	16.0%	15.3%
Blacks	3.3%	4.2%
Asian/Pacific Islanders	2.0%	3.4%
Others	1.6%	1.6%

Class:

14.4% of Alaskans live below the poverty line as compared to 12.4% of U.S. citizens.

Race	U.S. citizens in poverty	Alaskans in poverty
Whites	9.4%	10.4%
Native	12.5%	33.0%

Class:

1 in 6.5 Alaskans
under 18
lives below
poverty line.

Children in poverty
are 1/3 less likely
to graduate
from high school.

Class:

4 times as many Alaskan Native families with school age children live below poverty line as Alaskan White families with school age children.

Family status

39.4% of all Alaskan households = father, mother, children under 18.

18.4% of all Alaskan households = father, mother at home, children under 18.

Family status

64% of all Alaskan marriages end in divorce.

Immigration

1980	Alaska's total population 401,851
1988	Alaska's total population 531,000

1980 Census	22.9% People of Color
as of 1988	24.5% People of Color

Immigration

Minority population in Anchorage School District reflects national trends.

1976 14%
students - Persons of Color

1990 26.3%
students - Persons of Color

Immigration

Anchorage student population

	75-76	90-91
Alaska Native/ American Indian	6.8%	9.3%
AsianPacific Islander	1.2%	5.7%
Black	4.1%	8.1%
Hispanic	0.9%	3.2%
White	86.1%	73.7%
Other	.9%	0%

Student at risk factors

Teenage pregnancy

Schooling

Bilingual statistics

Suicide

Alcohol/drug abuse

At risk students are those who are not acquiring the knowledge, skills, and attitudes necessary for success in their next level of schooling, skills, which will enable responsible citizenship, economic productivity and personal fulfillment.

Social Influences

- abusive home environment (both substance and child)
- lack of adequate familial/community support
- physical and psychological handicaps
- pregnant teenager
- teenage parent
- poverty background
- immediate family may be headed by single parent

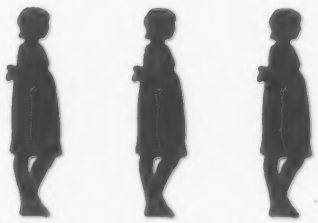
Educational Factors

Children:

- lack strong language base
- lack adequate school support
- lack basic skills or opportunity to get them
- discriminated against because are person of color
- have low achievement in school
- have poor attendance
- graduate from high school lacking basic educational skills

Teenage pregnancy

Everyday in U.S., 40 teenagers give birth to their third child.



Teenage pregnancy

Alaska's rate of teenage pregnancy is 13% higher than national average.

Alaska Native rate of teenage pregnancy is 70% higher than national average.

Teenage pregnancy

Teenagers receiving adequate prenatal care

41% Teenagers of Color

50% White Teenagers

Teenage pregnancy

Four out of five pregnant teenage girls drop out of school compared to less than 10% of childless teenage girls.

Schooling

Alaska student and teacher population demographics

Race	Students	Teachers
White	67.75%	91.00%
Alaska/American Native	22.60%	4.09%
Black	4.31%	2.57%
Asian Pacific	3.53%	1.19%
Hispanic	1.81%	1.02%

Schooling

Members of Alaskan communities over age 25 who are high school graduates

Race	Percentage
White	Almost 89%
Black	About 83%
Asian	About 77%
Alaska Native	About 46%

Racial Percentage of High School Graduates in U.S. 1985

Black	74%
Chinese	90%
Japanese	96%
Filipinos	89%
Korean - Indian	94%
Vietnamese	76%
White	87%

Schooling

Children from welfare families are three times more likely to dropout than graduate from high school.

Bilingual statistics

Alaska has 11,347 students who have been identified as bilingual.

Alaska Native	75%
Asian	8%
Hispanic	5%
Other	12%

Suicide

Alaska's suicide rate is two times the national average.

Among young Alaskan Native men, suicide is twenty-two times the national average.

Alcohol/drug abuse

- 1 in 4 children in Alaska has an alcoholic parent.
- Alaskan children have much higher rates of alcohol/drug abuse than in lower 48.
- Alcohol is involved in at least 1/4 of all juvenile crimes.
- Alcohol is part of 70% of Native suicides.
- 8-9% of students say they have drug-related problems at school.
- Fetal alcohol syndrome has the highest reported rate in world among Alaska Natives.

Final thought

GICCY report states that of an average class of forty 9th graders, by the time they graduate we can expect

1	will commit suicide
4	will become pregnant
2	will give birth
6	will run away
8	will drop out
11	will be unemployed
15	will live in poverty
36	will use or abuse alcohol/drug

Future U.S. workforce will be more Asian, more Hispanic, slightly more black, less white, and more female.

There are more poor, more non-English speaking, more disabled, more culturally diverse people than ever before in our educational system.

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